

**THE SIMILARITIES AND DIFFERENCES FUNCTION OF  
VERB IN ARABIC AND ENGLISH LANGUAGE  
( *Comparative Analysis* )**



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## Table of Content

|  |      |
|--|------|
| <b>Pernyataan Keaslian Skripsi</b> .....             | i    |
| <b>Persetujuan Pembimbing</b> .....                  | ii   |
| <b>Approval Sheet</b> .....                          | iii  |
| <b>Acknowledgement</b> .....                         | iv   |
| <b>Table of Content</b> .....                        | vi   |
| <b>Abstract</b> .....                                | viii |
| <b>Chapter I Introduction</b> .....                  | 1    |
| A. Background.....                                   | 1    |
| B. Problem Statement.....                            | 3    |
| C. Objective of the research.....                    | 4    |
| D. Significance of the Research.....                 | 4    |
| E. Scope of the Research.....                        | 5    |
| <b>Chapter II Review of Related Study</b> .....      | 7    |
| A. Previous Research Findings.....                   | 7    |
| B. Definition of English Verb.....                   | 9    |
| C. Kind of English verb.....                         | 11   |
| D. Function of English Verb.....                     | 13   |
| E. Intensional Transitive Verb.....                  | 14   |
| F. Definition of Arabic Verb.....                    | 16   |
| G. Kind of Arabic Verb.....                          | 18   |
| H. Function of Arabic Verb.....                      | 18   |
| I. Definition of Contrastive Analysis.....           | 22   |
| J. Conceptual Framework.....                         | 23   |
| <b>Chapter III Methodology of the Research</b> ..... | 24   |
| A. Research Design.....                              | 24   |
| B. Data Resource.....                                | 24   |
| C. Instrument of the Research.....                   | 24   |
| D. Procedure of Data Collection.....                 | 25   |
| E. Technique of Data Analysis.....                   | 25   |
| <b>Chapter IV Finding and Discussion</b> .....       | 27   |
| A. Finding.....                                      | 27   |

|  |           |
|--|-----------|
| a. Transitive and Intransitive Verb in English.....  | 27        |
| 1. Transitive Verb in English.....                   | 27        |
| Aspect of Placement of Transitive Verb in English... | 29        |
| 2. Intransitive Verb in English.....                 | 30        |
| b. Transitive and Intransitive in Arabic.....        | 31        |
| 1. Transitive Verb in Arabic.....                    | 31        |
| 2. Intransitive verb in Arabic.....                  | 32        |
| B. Discussion.....                                   | 33        |
| a. Differences.....                                  | 34        |
| 1. Placement and Sentence Structure.....             | 34        |
| 2. Function of Transitive and Intransitive.....      | 36        |
| b. Similarities.....                                 | 37        |
| <b>Chapter V Conclusion and Suggestion.....</b>      | <b>39</b> |
| A. Conclusion.....                                   | 39        |
| B. Suggestion.....                                   | 40        |
| <b>BIBLIOGRAPHY.....</b>                             | <b>41</b> |
| <b>CURRICULUM VITAE.....</b>                         | <b>44</b> |

## ABSTRACT

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**Title : The Similarities and Differences of function of verb in English in Arabic**

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This research is qualitative descriptive, by employing qualitative descriptive this study was trying to present an analysis of two languages (Arabic and English). Most of the data taken from books and internet references. It aims at finding out the differences and similarities between the use of transitive and intransitive verb in Arabic and English. And hopefully this study also can give additional knowledge about contrastive mode between two languages in different continent, Arabic and English.

Theoretically this study is expected to able to identify the specific differences and similarities of the use of transitive and intransitive verb in Arabic and English the writer considers that a contrastive analysis between two languages is quite necessary to be a topic of a study and Practically, hopefully the writer will be able to identify some differences and similarities of verbs function in Arabic and English in order the knowledge of verbs function is able to reduce deviation in the use of the verbs. As the result of this study we can identify several differences and similarities.

Factually In both language (Arabic and English) Transitive and intransitive verb are commonly used. But they have some differences especially in the sentence structure or the placement of the verb. The common sentence structure in English is S-V-O while in Arabic that is not very commonly used unless in particular situation. Another difference is about the use of transitive verb as it well known that transitive verb is used as the transition terminal from one person or thing as the subject and another person or thing as the object. And intransitive verb is used when the sentence doesn't need an object. But in Arabic intransitive verb can be functioned as transitive verb or can be changed into transitive function of verb by changing the structure of the verb or the morpheme. For Therefore the writer suggests to readers especially English literature students to conduct more research on contrary of two languages for its element and aspect.



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## **CHAPTER I INTRODUCTION**

This chapter consists of several sub-chapter namely background, problem statement, objective of the research, significance of the research and the scope of the research.

### **A. Background**

Language is one of the most important things in this life and one of the characteristic forms of human behavior. Language is used as means of communication to express our mind and ideas to other people. Because of that, no wonder if some people are interested in analyzing problems in the field of language. Not only linguist, but also psychologist, sociologist, anthropologist and so on, conduct studies on language. (Chomsky, 1968)

There are many different kinds of language in this world. Almost every country, individuals, have their own language and use it in their own way. Using language is an activity that is done as long as we wake even when we sleep or dream. In this connection (Leonard Bloomfield, 1993) states:

“Language plays a great part in our life. Perhaps of it’s familiarity. We rarely observe it, taking it rather for granted as we do breathing or walking. The effects of language are remarkable, and include much of what distinguishes man from the animals.”

The Bloomfield’s statement above is telling us how important language is, in which it accelerates human’s life. Language is the highest symbol of civilization, language symbolize human way of interaction whether with others civilization or even interaction with its environment.



Language is a tool to express human mind, human feeling, etc. It represents our ideas to be explained. This is the simple function of language. Especially, nowadays, English is getting most important language in the world. It is caused by the position of English as the international official language. English has an official roles as the formal approach in the global affairs. Most of the books, mass media, and article use English. In this globalization and information era, English is one of the foreign language taught in school considered as the important one in grasping knowledge, science, and technology (Rahmani, 2007:8-9).

All languages have their own characteristics and rules which distinguish one another. English and Arabic, especially verbs of both languages have their uniqueness. According to Dixon (2001) Among the formal characteristics of English verbs are that they typically: (1) may be made past in meaning by suffixing – (e) d as in walked, opened, said; (2) may be made into agents by suffixing –er as in doer, walker, knower; and (3) may be made negative by prefixing dis- as in disagree, disappear, dislike.

Arabic language is one of the most influential languages in the world, though its spread is not as wide as English. However many scientific books are written in this language, particularly Islamic studies. English and Arabic come from different language families so that many non-correspondences are found in the two languages. Studying Arabic is not as easy as English, because of the complexities of its structure and its written form which looks different.

Verbs in Arabic is the approaches of the verbal grammatical categories – the constituents of verbal systems – often rely on either semantic-pragmatic or

syntactic analyses. This research bridges the gap between these two distinct approaches through a detailed analysis of Taxis, Aspect, Tense, and Modality in Standard Arabic.

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. By a simple contrastive analysis of two languages, its similarities and differences can be identified. Based on this reason the writer wants to analyze the function of verb in English and in Arabic in order to know similarities and differences between them.

The writer takes this title based on the uniqueness between English and Arabic to be learned. The writer wants to introduce to the public that there is similarity and differences among languages in the world or we can say that as an inter-language relationship.

In doing this research, the writer try to find some similarities and differences between the function of verb in English and in Arabic structure. The writer hopes that this writing will be useful to those learners and who wants to do a search in English and Arabic language especially in the function of verb.

## **B. Problem Statements**

Based on the background above, the writer would like to present the research problem that is formulated in the following question:

“What are the similarities and differences of function of verb in Arabic and English?”

### **C. Objective of Research**

The writer has some objectives in writing this research, those are:

1. To find out the differences and similarities of verbs function in Arabic and English
2. To give additional knowledge about contrastive mode between two languages in different continent, Arabic and English.

### **D. Significance of Research**

1. Theoretically

Through this study, the writer expects that we can identify the specific differences and similarities of the verbs function in Arabic and English and we can enlarge student's knowledge in category of verb in Arabic and English.

2. Practically

Through this study, hopefully the writer will be able to identify some differences and similarities of verbs function in Arabic and English in order the knowledge of verbs function is able to reduce deviation in the use of the verbs.

The researcher also expects that this research can be a good contribution in enlarging student's knowledge about the contrast of two languages. Not only the contrast of the two languages but also the understanding of the use of verb and the philosophy of verb itself. Verb is one

element in part of speech. Philosophically verb has primary function in human communication even also in the life of the universe. Where conventionally every life in the universe will be involved as action or in the other word we can say that there is nothing in our life out of the use of verb. Therefore in English syntax we never find any of sentences or clauses constructed without verb. In Stanford Encyclopedia of Philosophy *Graeme Forbes*, It was stated that verb has as important position in linguistic.

Verb is divided into many parts. He tried to cover almost all human activity or even life activity of all creatures in the universe but we can say that probably there will be another research find another part of verb that hasn't been covered by Dixon. So that, researching on verb in any dimension is still relevant until now. That is one of the consideration of the writer of this paper to decide to conduct a simple study about verb in function as transitive and intransitive category. (Dixon R.M.W,2005:93)

Well, hopefully by conducting this study with library research we can raise our inquisitive to find more phenomenon of the use of verb in any language in the world.

#### **E. Scope of Research**

The scope of the study is focused on differences and similarities of the verbs function in Arabic and English that has been limited only for several categories of verb function by contrastive analysis. It is arranged as follows:

By discipline, this research is restricted to field of verb function in both languages and to limit the scope the writer focus on the use of transitive and intransitive verbs in both languages.

By content, this research consists of the explanation about the verb function and the category of verb and also its definition.

By activity, in this research, the writer uses qualitative research and find out use of verbs and its function in Arabic and English from several book references and analyze the differences and similarities.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains of several sub-chapter that are related to this research. The theories put forward in the following support the discussion of the topic in this study.

#### **A. Previous Research Finding**

In this sub-chapter the writer will attach some previous research that has relation with the topic of this research as important references in this research, those are:

1. Basriadi, 2008 (Transitive verb in English and Buginese language). This study was a comparative analysis. In this study the writer stated that English and buginese language there are certain rules in corresponding the subject of intransitive form to the direct object of intransitive. According to the writer in both languages there were differences and similarities in the formation of transitive verb. Where in English it is discussed about infinitive, past form of verb, past participle formation and causative verb formation. While in buginese only discussed about verb infinitive. Other statement in the research study is that in the both language transitive has also other components, those are grammatical subject. Logical subject and changing the take place of words, whether it changes the class of word it just change the position of verb. In this case transitive verbs and intransitive verbs.

2. Rahmaniah R. 2010, (Comparison Between English and Buginese Language in Term. A Syntactical Approach). In this study the writer has tried to formulate the difference and similarities of English and Buginese language in to two parts, as follows:

1. Basic sentence in the English language consist of subject, verb, object (direct object and indirect object) and complement (subject complement, object complemen and adverbial complement) the pattern are different kind, namely S+V, S+V+A, S+V+C, S+V+O, S+V+O+O, S+V+O+A and S+V+O+C. while the basic sentence in the buginese language consist of a predicate, one subject and can also be an object. The pattern are different kinds, namely S+P or S+V, V+S or P+S, S+P+O or S+V+O and P+O+S or V+O+S. Constituent elements consist of various types of words and different types of phrases.
2. The similarities and differences between English and Buginese sentence in term of sequence of grammatical function

- a. The similarities between English and buginese basic sentence patterns

There are similarities between English and buginese basic sentence pattern they are S+V and S+V+O. the sentence pattern S+V in English is similar to buginese sentence pattern English has three main verbs namely linking verb, transitive verb and intransitive verb, mean while buginese predicate consis of kata benda ( KB ) or noun, Frase sifat, kata sifat ( FS,KS) or adjective, frase kata, kata kerja ( FK,KK) or verbs and kata bilangan ( KBL ) or numeral. English and buginese languages also there are similarities in structure of type such as S+P+O+ or S+V+O\_

- b. The differences between English and buginese basic sentence pattern

The differences between the basic sentence in English and buginese language sentence pattern are S+V+O which can change into V+O+S, and S+V which can change V+S this patterns are flexible and do not change its meaning. While in English sentence pattern is a permanent, it does not change pattern.

## **B. Definition of English Verbs**

In order to speak and understand English well, there are four major parts of speech in English that must be known. One of the parts will be discussed, that is verb. For clarifying the definition of verb, the writer writes down some opinions of linguists.

According ( Badudu, 1978:52 ) that a verb is all words that can be used as a command in imperative sentence. ( Surjadi, 27:1988 ) state that verb is a word which is doing an activity or action word. Verb tells us what will happen. A verb might tell us about states of being. ( Martin, 1977 ) say that a verb is a word that tells or asserts something about a person or thing. Verb comes from the Latin verbal word.

Green (1982:82) defines verb is word that makes a statement about persons, things or ideas by showing (a) something does or (b) something exist. ( Sutarno, 1967:37 ) explains a verb is a word which tells about an action or dynamic definition. ( Ambaray 1968 ) says that a verb is telling an action or a job or in a condition or tells having something and can answer a question why or what.

The following ideas have been quoted from Marcella Frank's book (1972)



which say:

“The verb is the most complex part of speak. It is very in arrangements with knows determine the different kinds of sentences, statements, questions, commons, and exclamation”

Keraf (1979) has also stated in his book, he says:

“The verb is limited by all the words as the indicator of verb sentence”

( Azis 1991:39 ) explain verb is a word which tells us what will happen and also might be a state of being (to be, to become, to have, to seem, etc). So, a verb is an action word (action word: to read, to write, to buy, etc). Actually verb simply shows an action or existence and condition. Verbs are often the most important words in a sentence.

The verb is the most complex part of speech. It is arrangements with nouns determine the different kinds of sentence; statements, question, commands and exclamation. Like the noun, the verb has the grammatical properties or person and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech. Those properties are tense mood and aspect ( Frank,1972).

This definition of verb is strengthened by ( Brewton,1962:35) in his book “Using Good English” which reveals:

“Every sentence contains a word that express an action or a state of being. Such a words are verbs. You should know the principal, or essential, part from which they are derived” (Brewton, 1962:35).

From the definition or ideas-written above, the writer can describe a conclusion that a verb is an important part of speech which forms the basic of a sentence.

### C. Kinds of English Verbs

Verb has been admitted as one of the universal elements in language. It means every language in the world has verb as a type, class, and word category. Verb also has particular identity or characteristic. Kinds of verbs can be divided, based on the kind of complement they may have, into the form of the verb and formation of the verb, namely: Transitive verb, intransitive verb, finite verb, and non-finite verb.

(Azis,1991:47) says transitive verb is a group of verb which need an object if it is used in active voice. We therefore can sum up that the transitive verb means verb which needs one or more objects when it is used in the sentence, as like: (a) Some transitive verbs only need an object, for example *He kills a snake*, (b) Other transitive verbs need two object after the verb itself, usually one of them is a certain name of a noun and another is person or animal, the first object is called direct object and the second is indirect object, for example *My mother told me the story*, (c) Transitive verbs with complement. Some transitive verbs don't have an object only but also they need a complement predication. They are called Transitive Verb of Incomplement Predication, e.g. *The grief dropped him mad*, (d) Transitive verb used intrasitively. There are two ways the transitive verbs are made in

intransitive verbs: a. When the verb is used in common meaning so it does not need an object, e.g. The grief dropped him mad, b. If reflexive pronouns are not used, e.g. Move yourself forward (transitive), Move forward ! (intransitive).

(Hetal, 1985:90) said, intransitive verbs is a verb which needn't an object or complement. And according to (Laode (1991:50) Intransitive is a group of verb which needn't an object in sentence. The intransitive verbs consist of : (a) Intransitive verbs of complete predication are a transitive verbs that have complete meaning. Those verbs don't need any complement, e.g. The cows walked, (b) Intransitive verbs with complement. Those intransitive don't have a complete meaning, so they always need a complement, e.g. The horses continued running, (c) Intransitive verbs in causal sense. If intransitive verbs are used as a caused the action is done, they change to transitive, e.g. The kite flew into the air (transitive), The boy flew the kite into the air (intransitive), (d) Prepositional verbs. If the intransitive verbs change to transitive verbs when a prepositional is added before the verb, such that verbs are regarded as transitive if they can be used in passive sentence, e.g. She checks on the baby every day (active), The baby is checked on by her every day (passive).

All the above verbs have three conjugations or changing of verbs according to the tense, such:

1. Infinitive (present tense).
2. Past tense.
3. Past participle.

All the above conjugations of verbs have two positions, it is called the

position of verb, as follows:

1. After a noun or pronoun as subject, e.g.:

- They are studying.
- The big elephant sleeps.
- He walked.

2. Before the noun or pronoun as object:

- I bought the book here.
- She cooks some bananas.
- He opened the door.

Finite verb is the form of this verb is determined by the function of the verb which has in sentence. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate, e.g. This verb is limited by all grammatical properties as a verb may have, they are, person, number, tense, voice, etc.

Non-finite verb is incomplete verb form that function as other part of speech that verb. They consist of the infinitive forms (to + the simple form of the verb) and the participle –ing or –ed forms. Thus in: the man *talking* to the teacher is my uncle, “*talking*” is participle used as an adjective to modify *man*. In, he likes talking to the teacher. Talking is a noun (a gerund) as the object of likes. The non-finite forms, which are also called verbal, are not limited by person or number, but they have voice and some tenses.

#### **D. Functions of English Verbs**

A verb is interpreted in different ideas, for example:

1. The verb function as the grammatical centre for prediction about the object Frank, ( 1972).
2. A verb is a word which expresses an action or helps to make a statement.

For the opinion mentioned above, it can be concluded that the function of verb appears in a sentence as predicate used after a subject or before an object or connect the subject with the object.

Example:

- (1) Rian beats person
- (2) The village headman cuts chicken.

The verb *beats* is a verb which is as predicate and used after *Rian* as an object, while verb *cuts* is a verb as predicate and used before object *man*.

As verb in English, basically in conversation or in constructing a sentence or clause we need two basic verb namely transitive and intransitive verb.

#### **E. Intensional Transitive Verbs**

(Dixon RMW, 24:2005) stated that a verb is *transitive* if it usually occurs with a direct object, and in such occurrences it is said to *occur transitively*. Thus 'ate' occurs transitively in 'I ate the meat and left the vegetables', but not in 'I ate then left' (perhaps it is not the same verb 'left' in these two examples, but it seems to be the same 'ate'). A verb is *intensional* if the verb phrase (VP) it forms with its complement is anomalous in at least one of three ways: (i) substituting one expression for another that is coreferential with it in the complement of the verb can change the truth-value of the

sentence in which the VP occurs – for instance, you might admire Mark Twain but not Samuel Clemens, not realizing that your pesky neighbor Sam *is* the famous writer (in this case substitution of the coreferential ‘Samuel Clemens’ for ‘Mark Twain’ in the VP ‘admire Mark Twain’ will turn a true sentence, ‘you admire Mark Twain’ into a false one, ‘you admire Samuel Clemens’); (ii) the VP admits of a special “unspecific” reading if it contains a quantifier, or a certain type of quantifier (for examples, see section 1); and (iii) the normal existential commitments of names and existential quantifiers in the complement are suspended even when the embedding sentence is negation-free (again, see section 1).

Graeme (2010) stated that intensional phenomena are puzzling, and worth studying, because:

- a) It seems that the only way to account for language-speakers' capacities to produce and understand sentences of their native languages which they have never encountered before is to posit compositional structure in language and an interpretive capacity in speakers that exploits it. But
- b) The simplest ideas about what such structure is like cannot accommodate intentionality. So we want to know what the smallest complication is which allows for the intentional. Investigation of intentional verbs has focused mainly on verbs used to make propositional attitude reports. These verbs take clauses rather than direct objects as their complements. However, as we will see

below, intentional transitive verbs (henceforth ITVs) do not merely duplicate the problems raised by propositional attitude verbs, but introduce special difficulties of their own. (Rodriguez, 2009:5)

## F. Definition of Arabic Verbs

Learning the Arabic Verbs is very important because its structure is used in every day conversation. The more you master it the more you get closer to mastering the Arabic language. Arabic verbs are words that convey action (bring, read, walk, run), or a state of being (exist, stand). In most languages a verb may agree with the person, gender, and/or number of some of its arguments, such as its subject, or object.

According (Badawi, 27:1987) Arabic has only 2 times, the perfect and the imperfect, but there is a difference, in the west look at the points in time in where an action takes place, the Arabs however look at the aspect of a verb meaning they ask is the action finished or not (They don't ask themselves when did it finish or not). Here some examples:

English Verbs - Arabic Verbs: **I spoke** - تَحَدَّثْتُ - tahadatht; **I wrote** - كَتَبْتُ - kutibat; **I drove** - قَدَّتْ - qodat; **I loved** - أُحِبُّ كُنْتُ - uhibbukunta; **he spoke** - تَحَدَّثَ - tahaddath; **he wrote** - كَتَبَ - kutiba; **we spoke** - تَكَلَّمْنَا - takalamnaa; **we wrote** - كَتَبْنَا - katabnaa; **I will speak** - سَوْفَ أَتَكَلَّمُ - sawfaatakallam; **I will write** - سَأَكْتُبُ - saaktubu; **he will love** - سَوْفَ يُحِبُّ - sawfa yuhibbu; **he will give** - سَوْفَ يُعْطِي - sawfa yu'tii; **we will smile** - سَوْفَ نَبْتَهِمُ - sawfa nabatasim; **we will take** - سَوْفَ نَأْخُذُ - sawfa na'khuth; **I speak** - أَنَا أَتَكَلَّمُ - anaatakallam; **I write** - أَنَا أَكْتُبُ - anaaktub; **he loves** - يُحِبُّ - yuhib;

**he gives** - يُعْطِي - *yu'tii*; **we write** - نَحْنُ نَكْتُبُ - *nahnunaktub*; **we drive** - نَحْنُ نَقُودُ - *nahnunuquwd*.

(Badawi,1982:35) states that *fi'il* is a kind of word that shows a job or event happened, whether in past time, present, and in the future. (HifniBekDayyab,1988:79) explains that *fi'il* is the words which its meaning are understood even by itself (not including in amount) consist of explanation of time. *fi'il* is a pronunciation of a word which shows a meaning of a job and always consists of explanation of time. (Salim. 1933:40)

Arabic verb conjugation is a bit complex, although very regular the so called semivowels alif, waw and ya and the glottal stop hamza cause irregularity in Arabic verb conjugation. The simplest Arabic verb exist out of three consonants like كَتَبَ (KaTaBa) meaning he wrote or he has written. The past tense is conjugated by suffixes, the present tense by prefixes. The Arabs use the verb fa3ala (to do) to represent all possible forms a verb may have. The problem lies in the fact that any of those root consonants might be ahamza, the glottal stop or an alif, a waw or a ya, the so called semi-consonants. They might be retained or disappear according to certain rules. (Yuyu,1987:34-35)

Arabic verbs have ten (even more) forms. Example, third rule عَلَّمَallama means to know, the second form عَلَّمَallama with the second consonant doubled means to let know meaning to teach, the fifth form تَعَلَّمَta3allama means to let yourself know meaning to study. The tenth form



istaf3ala means in general to think to act out an action described by the verb, so istahhasana to think to be beatifull from hhasana to be beautiful.  
( Bawani,1987:39 )

### G. Kinds of Arabic Verbs

Actually verb in Arabic is divided into some point; it depends on some accordance, as follow:

- a. According to the tenses
  - 1) *Fi'ilMādi* (past verb)
  - 2) *Fi'ilMudhōrek* (future or continuos)
  - 3) *Fi'ilĀmar*(imperative)
- b. According to its letters
  - 1) *Fi'ilShahih* (regular verb)
  - 2) *Fi'ilMu'tal* (irregular verb)
- c. According to its object (*fi'il tam*)
  - 1) *Fi'ilLāzim* (intransitive verb)
  - 2) *Fi'ilMuta'addi* (transitive verb)
- d. According to the form
  - 1) *Fi'ilMa'lum* (active)
  - 2) *Fi'ilMajhul* (passive)
- e. According to the letter order
  - 1) *Fi'ilMujarroḍ*
  - 2) *Fi'ilMazīd*

( Amir,1970:31)

### H. Functions of Arabic Verbs

(Badawi, 1987:39-41) Most Arabic words are derived from a three-letter (trilateral) root. And each trilateral Arabic root can theoretically be transformed into one of fifteen possible verb forms (الأوزان, al-awzaan). Each form has a basic meaning associated with the general meaning of the root being used. Here's a more detailed breakdown, using فعل (faa'la, to do) as an example.

### 1. Form1-فَعَلَ(faa'la)

Expresses the general verbal meaning of the root in question.

Root - Form 1 verb: خَرَجَ (kh-r-j) = leaving, departing - جَمَعَ (jama'a) = to leave, go out; جَمَعَ (jama'a) = to gather, collect; عَمَلَ (a'mala) = to work, to do, to make; قَطَعَ (qotho'a) = to cut, cut off; بَعَدَ (ba'a'in-dal) = separating, distance - بَعَدَ (ba'ada) = to be far from.

### 2. Form2-فَاعَلَ(fa'a'la)

Built on form 1 by doubling the middle radical of the form 1 verb (adding a shadda to it), often is a causative version of the form 1 verb.

خَرَجَ (kharaja) means "to go out"; خَرَّجَ (kharraja) means "to make (s.o.) go out; to graduate (s.o.)."

Often an intensive version of the form 1 verb (especially if the form 1 verb is transitive).

جَمَعَ (jama'a) means "to collect, gather"; جَمَّعَ (jamma'a) means "to amass, to accumulate"

### 3. Form3-فَاعَّلَ(faaa'la)

Built on form 1 by adding an alif between the first and second radicals of the form 1 verb. Usually gives an associative meaning to the form 1 verb; describes someone doing the act in question to or with someone else.

عَمَلَ (a'mala) means "to work"; عَامَلَ (aa'mala) means "to treat or deal with (s.o.)"

#### 4. Form4-أَفْعَلَ (afa'la)

Built on form 1 by prefixing an alif to the form 1 verb and putting a sukuun over the first radical. Similar to form 2 in that it is usually a causative version of the form 1 verb.

خَرَجَ (kharaja) means "to go out"; خَرَّجَ (kharraja) means "to graduate (s.o.)"; أَخْرَجَ (akhraja) means "to expel, to evict; to produce".

#### 5. Form5-تَفَعَّلَ (tafa'a'la)

Built on form 2 by adding the prefix تـ to the form 2 verb. Often a reflexive version of the form 2 verb.

خَرَّجَ (kharraja) means "to graduate (s.o.)"; تَخَرَّجَ (takharraja) means "to graduate"

*(Note: form 5 is usually intransitive).*

Sometimes an intensive version of a form 1 verb.

جَمَعَ (jama'a) means "to collect, gather"; تَجَمَّعَ (tajamma'a) means "to congregate, to flock together".

#### 6. Form6-تَفَاعَلَ (tafaaa'la)

Built on form 3 by adding the prefix تـ to the form 3 verb. Usually a reflexive version of the form 3 verb.

عَامَلَ (a'amala) means "to treat or deal with (s.o.)"; تَعَامَلَ (taa'amala) means "to

deal with each other" (*Form 6 is usually intransitive*).

7. Form7-اِنْفَعَلَ-(infaa'la)

Built on form 1 by adding the prefix اِن to the form 1 verb. Usually a reflexive and/or passive version of the form 1 verb.

قَطَعَ (qhataa') means "to cut, to cut off"; اِنْقَطَعَ (inqataa') means "to be cut off (from); to abstain (from)".

8. Form8-اِفْتَعَلَ-(iftaa'la)

Built on form 1 by adding the prefix اِف to the form 1 verb and placing a sukuun must be placed over its first radical. Often a reflexive version of the form 1 verb.

جَمَعَ (jamaa') means "to collect, gather"; اِجْتَمَعَ (ijtamaa') means "to meet; to agree (on)".

Sometimes has a specially derived meaning relative to a form 1 verb.

بَعَدَ (baa'da) means "to be far away"; اِبْتَعَدَ (ibtaa'da) means "to avoid".

9. Form9-اِفْعَلَّ-(ifa'lla)

Built on form 1 by adding the prefix اِف to the form 1 verb, placing a sukuun over its first radical, and adding a shadda to the last radical. Relates to colors.

حَمَرَ (H-m-r) relates to "redness"; اِحْمَرَّ (ihmarra) means "to become or turn red".

10. Form10-اِسْتَفْعَلَ-(istafa'la)

Built on form 1 by adding the prefix اِسْت to the form 1 verb and inserting a ت between the first and second radicals; a sukuun must be placed over the first radical. Often a considerative version of the form 1 verb; means "to consider or

to deem someone to have the quality" of the form 1 verb in question.

بَعَدَ (ba'ada) means "to be far away"; اِسْتَبْعَدَ (istab3ada) means "to consider s.o. or s.t. remote or unlikely".

Often a requestive version of a form 1 verb; means "to request or to seek something" for oneself.

عَمَلَ (a'mala) means "to make; to do"; اِسْتَعْمَلَ (ista'mala) means "to use, to put into operation" (that is, to seek to make something work for oneself).

## H. Definition of Contrastive Analysis

Definition of contrastive analysis is an inductive investigate approach based on the distinctive elements in a language.

Kinds of contrastive analysis:

### 1) Intralingual

- Analysis of contrastive phonemes
- Feature analysis of morphosyntactic categories
- Analysis of morphemes having grammatical meaning
- Componential analysis of lexemes
- Analysis of lexical relations

### 2) Cross – linguistic

- Comparative analysis of morphosyntactic system
- Comparative analysis of lexical semantics
- Analysis of translational equivalence
- Study of interference in foreign language learning

Based on the description above, the writer may state that contrastive

analysis is branch of linguistic dealing with the comparison of two or more languages or dialects of languages in order to find out the differences and similarities.

The form of contrastive analysis is more focused in analyzing the differences of two or more languages than similarities. In addition, the contrastive analysis method will focus on for the two or more languages which is different their source languages, like Arabic and English.

### **I. Conceptual Framework**

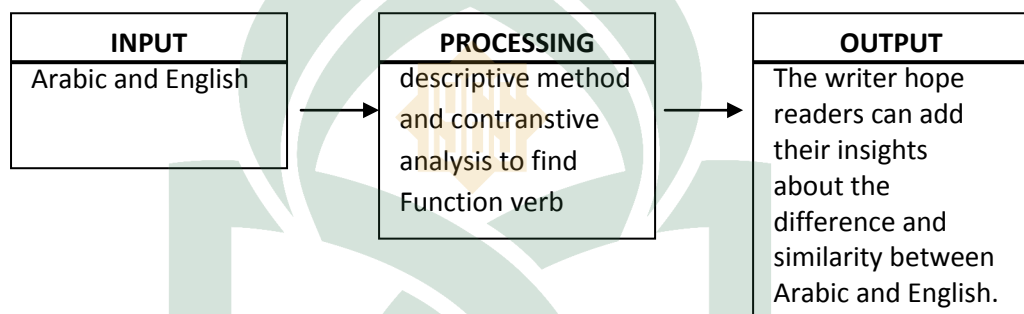
As is well known that verb has the main rule in constructing sentence in English where all sentences in English need verb as predicate or as linker from the subject to the predicate or to the object when the sentence needs an object. So that understanding about the use of verb, its function, its categories, and anything related to the use of verb is very important in English language analysis.

So is in Arabic language, this language is more commonly used in Middle East of Asia, the number of this language user population is very big. Therefore comparing the use of verb in both language (Arabic and English) is expected to be able to enlarge language student's knowledge about contrastive language analysis.

One of the verb categories in both languages is when we are talking about transitive and intransitive verb. From the two languages we assume that there are several differences and similarities between them. In this study we

tried to collect more transitive and intransitive verb in both languages and its function in sentence and also the placement of the verb in sentences. As our expectation from his study we can identify several significant differences between the two languages.

The conceptual framework can be described briefly through the picture scheme below:



### **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Research Design**

This study applied qualitative descriptive, by employing qualitative descriptive approach this study presented to analyze the both languages. The writer take some references book which is related to the study, which has been done by another writers, in this case the writer of English and Arabic language, references book is completely support the title of this research.

#### **B. Source of Data**

The data was taken from any books which are related to this study. In the library research the writer tried to collect data about the function of verb in both language Arabic and English.

Secondary data are more acceptable when we are using a qualitative method. This is because there are certain common aspects of qualitative research which involve only secondary data, such as the study of television or newspaper discourses. (Forshaw, 2000).

In this study the writer needs secondary data that was taken from books as it library research.

#### **C. Instrument of Research**

In this research, the instrument that will be used by the writer is note taking. From this instrument, the writer will read and find out the similarities and the differences about The Function of Verb in English and in Arabic.



#### **D. Procedure of Data Collection**

As for data collection, the writer applied several procedures as follows:

1. The writer took data from books which consist of verbs in Arabic and English.
2. The data that was collected from library research was categorized into function of transitive verb in both languages.
3. The writer analyzed about the similarities and the differences both of the language..

#### **E. Technique of Analyzing Data**

The data was analyzed by using descriptive and contrastive analysis. Descriptive Method used to describe the data. This method was used in order to find out a simple description about the differences and the similarities function of verb in English and in Arabic. Contrastive analysis is used to find out a simple distinction and similarities about verb of both languages, the writer used the contrastive analysis to achieve an important purpose that the writer will easy to look for the similarities and differences of the function of verb in English and in Arabic language through the data that have been written.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of two sub-chapters; the first is finding of the research that is taken from the data collected after having some library research about the verb function that was categories as transitive and intransitive verbs in Arabic and English, while the second sub-chapter is discussion, this sub-chapter related to the presentation of the analysis of data found which is presented in the previous sub-chapter.

#### **A. Finding**

This study focus on the function of verb as it transitive and intransitive verbs in Arabic and English, so finding data from the two languages is presented limited for the two categories of verb mentioned above.

##### **a. Transitive and intransitive verb in English**

###### **1. Transitive Verb in English**

If a main verb requires a **direct object (d<sup>o</sup>)** to complete the sentence, it is a **transitive** verb. The term 'transitive' comes from the notion that a person (represented by the subject of the sentence) performs an action that affects some person or thing: there is a 'transition' of the action from the one to the other. Indeed, the direct object (d<sup>o</sup>) typically refers to a person or thing directly affected by the action ( Gerald 2002:41) the sample sentence structure is described in the sentences below:

- (1) Helen received *my email*  
verb O
- (2) They ate *all the strawberries*  
verb O
- (3) I dusted *the bookshelves in my bedroom*  
verb O
- (4) Anthony stroked *his beard*.  
verb O
- (5) She took *the entire book* from the library  
verb O
- (6) We usually watch *television* together in the family room  
verb O
- (7) He is cleaning *all the area*  
verb O
- (8) She put *the vegetable* in her bucket  
verb O
- (9) He is repairing *the car*  
verb O ( Nelson 1972:40 )

All the sentences found above show the use of transitive verb in English and its placement in a sentence, in which there is characteristic of transitive verb that is always precedes a nominal complement as direct object (d<sup>0</sup>) of the sentence, as it mentioned before that the term transitive here where the subject of the sentence perform an action that is directly affect the other as what we call object. The verb here is the transition terminal of an action from one to another.

One way of identifying the direct object in a declarative sentence is by asking a question introduced by *who* or *what* followed by the operator and the subject. The object is the constituent that *who* or *what* questions:

[1] Carter has been photographing light bulbs lately.

[1a] *What (d°) has (op) Carter (S) been photographing lately? – Light bulbs.*

[2] Sandra recorded the adverse effects of the changes.

[2a] *What (d°) did (op) Sandra (S) record?*  
*– The adverse effects of the changes.*

[3] Don is phoning his mother.

[3a] *Who (d°) is (op) Don (S) phoning?*  
*– His mother.* ( Nelson,1972:41)

### **The aspect of placement of transitive verb with some particle of verb found in this research**

Transitive verbs that is usually comes with particle of verb in this case is called Phrasal Verb. In English occur in two different constructions, namely the continuous one where the particle follows the verb and precedes the nominal complement, and the discontinuous one where the nominal object precedes the particle. The two different constructions can be obviously seen in the table of sample sentence found below:

**Table 1**  
**Transitive Phrasal verb in order placement**

| No | Transitive PV | Order                           |  |
|----|---------------|---------------------------------|--|
|    |               | Continuous order                | Discontinuous order                    |
| 1  | Look up       | Peter <i>looked up</i> the word | Peter <i>looked</i> the word <i>up</i> |
| 2  | Eat up        | Peter <i>ate up</i> his lunch   | Peter <i>ate</i> his lunch <i>up</i>   |
| 3  | Pick up       | I <i>picked up</i> my mom       | I <i>picked</i> her <i>up</i>          |
| 4  | Screw up      | You <i>screwed up</i> the party | You <i>screwed</i> it <i>up</i>        |
| 5  | Bring up      | They <i>bring up</i> their son  | They <i>bring</i> me <i>up</i>         |
| 6  | Send out      | We <i>send out</i> the letters  | We <i>send</i> it <i>out</i>           |

|    |             |                                    |                                    |
|----|-------------|------------------------------------|------------------------------------|
| 7  | Give out    | The man <i>give out</i> his money  | He <i>gives</i> them <i>out</i>    |
| 8  | Take away   | Did you <i>take away</i> the car   | <i>Take</i> it <i>away</i>         |
| 9  | Burn up     | They <i>burn up</i> the city       | <i>Burn</i> it <i>up</i>           |
| 10 | Work out    | We <i>work out</i> the homework    | We <i>work</i> it <i>out</i>       |
| 11 | Feed up     | She <i>feed up</i> the baby        | She <i>feed</i> him <i>up</i>      |
| 12 | Try on      | Let's <i>try on</i>                | You can <i>try</i> it <i>on</i>    |
| 13 | Blow up     | The media <i>blow up</i> the issue | They <i>blow</i> it <i>up</i>      |
| 14 | Stretch out | <i>Stretch out</i> your arms       | <i>Stretch</i> it <i>out</i>       |
| 15 | Build up    | <i>Build up</i> your vocabulary    | You must <i>build</i> it <i>up</i> |

( Rodriguez,2009:2 )

## 2. Intransitive Verb in English

If a main verb does not require another element to complete it, the verb is **intransitive**:

List of the Intransitive verbs in English that were found in this research are enclosed in the table below:

**Table 2**

### Intransitive Verb in English

| Intransitive verb | Sample Sentences                                |
|-------------------|---|
| <i>Sit</i>        | Students <i>sit</i> on the study desks          |
| <i>Stand up</i>   | Everybody <i>stand up</i> in front of the chair |
| <i>Go</i>         | We <i>go</i> now                                |
| <i>Run</i>        | The sheep <i>run</i> to the tree                |
| <i>Sleep</i>      | The baby <i>sleeps</i> tightly                  |
| <i>Dance</i>      | Everybody <i>dance</i> on the floor             |
| <i>Walk</i>       | He just <i>walks</i> to school                  |

|              |  |
|--------------|--|
| <i>Cry</i>   | The boy is <i>crying</i>                         |
| <i>Lay</i>   | I <i>lay</i> down on my bed every time I'm tired |
| <i>Bow</i>   | The Japanese <i>bow</i> to everyone they meet    |
| <i>Come</i>  | People <i>come</i> to the church on Sunday       |
| <i>Jump</i>  | The students <i>jumped</i> to the pool           |
| <i>Crawl</i> | All reptile <i>crawl</i>                         |
| <i>Flow</i>  | The water <i>flow</i> to the low position        |
| <i>Fly</i>   | The jet plane <i>fly</i> on 6000 feet            |
| <i>Bleed</i> | His leg is <i>bleeding</i>                       |

( Simmons,2008:3)

- (1) The protestors were *demonstrating*  
V
- (2) She is *crying*  
V

## b. Transitive and intransitive verb in Arabic

From this study, the writer find transitive and intransitive verb in Arabic language, the two categories of verb are described with example in sentence structure as follow:

### 1. Transitive Verb in Arabic

In Arabic language transitive verb is called “Fi’il Muta’Addi” it is same with in English where that category of verb must be attached with real object. Or in other words, we can say that this verb need object whether one or two object with direct or indirect object.

**Table 3**  
**Transitive verb in Arabic Language**

| Verb | Meaning    | Sentence in Arabic Script   | Alphabet Script                       |
|------|------------|-----------------------------|---------------------------------------|
|      | Eat        | أَكَلَ شَهْرُؤَلُ الْمَوْزِ | /Akala Syahrul Al Mauza<br>verb S     |
|      | Drink      | شَرِبَإِبْرَاهِمُ الْمَاءَ  | /Syariba Ibrahimu Al Maa'a/<br>verb S |
|      | Punch      | ضَرَبْتُ الْكَلْبَ          | /Dharabtu Al Kalba/<br>verb S         |
|      | Read       | قَرَأَ حَمْسَ الْقُرْآنِ    | /Qara'a Hamza Al Quran/<br>verb S     |
|      | Understand | فَحِمَ امِيرُ الدَّرْسِ     | /Fahima Amirun Addarsa/<br>Verb S     |

1. Syahrul *eats* Banana
2. Ibrahim *Drinks* water
3. I *punch* the dog
4. Hamza *reds* the Quran
5. Amir *understands* the lesson. ( Al- Khaf,1982:53 )

## 2. Intransitive Verb in Arabic

In a sentence structure of Arabic the function of intransitive verb is commonly same with in English, where if the main verb of the sentence does not need an object complement than we categorize the verb as intransitive verb. Obviously, we can see in table below.

**Table 4**  
**Intransitive verb in Arabic Language**

| Verb | Meaning  | Sentence in Arabic Script         | Alphabet Script                 |
|------|----------|-----------------------------------|---------------------------------|
|      | Stand up | قَامَ الطَّالِبُ                  | /Qaama Atthalibu/               |
|      | Sit      | حَلَسَ عَلَيَّ عَلَى الْكُرْسِيِّ | /Jalasa A'liyyun Alal Kursiyyi/ |

|       |                                  |                                  |
|-------|----------------------------------|----------------------------------|
| Run   | فَرَّ مُحَمَّدٌ مِنَ الْمَعْهَدِ | /Parra Muhammadun Minal Ma'hadi/ |
| Sleep | نَامَ الْعَمِيدُ                 | /Naama Al A'miidun/              |
| Stop  | وَقَفْتُ فِي الطَّارِيقِ         | /Wakafat Fithoriqi/              |

( Jafar,2011:5 )

1. The pupil stands up
2. Ali sits down on a chair
3. Muhammad ran away from the boarding school
4. The dean is sleeping
5. I stop on the street

( Badar,2009:4-5 )

## B. Discussion

The discussion of the finding above cover two aspects: 1) the differences which is appeared in the finding data; 2) the similarities of the use of transitive and intransitive verb in Arabic and in English. For both aspects, the writer tried to specify the two aspects in three points or element, those are: 1) the placement of transitive and intransitive verb in sentence structure of Arabic and English; 2) the function of the transitive and intransitive verb in Arabic and in English; 3) categorization of transitive and intransitive verb in both languages.

### 1. The difference

In this discussion, the writer tried to discuss about the difference of the use of transitive and intransitive verb in Arabic and English, as it categorized in placement in sentence structure and the function.



### a. Placement/ sentence structure

The difference in using transitive and intransitive verb in Arabic and English is obviously can be seen in the table below.

**Table 5**  
**The contrary use of transitive verb in Arabic and English**  
**Analyze in the sentence structure and placement**

| Transitive Verb | Sentence  |  |
|-----------------|---|--|
|                 | In Arabic   | In English                               |
| Eat             | أَكَلَ سَهْرُلُ الْمَوْزَ<br>/Akala <b>Syahrul</b> Al Mauza/<br>Verb S      | Syahrul is <b>eating</b> banana<br>S V   |
| Drink           | شَرِبَ إِبْرَاهِمُ الْمَاءَ<br>/Syariba <b>Ibrahimu</b> Al Maa'a/<br>Verb S | Ibrahim <b>Drank</b> the water<br>S V    |
| Hit             | ضَرَبْتُ الْكَلْبَ<br>/Dharabtu Al Kalba/<br>Verb S                         | I <b>hit</b> the dog<br>S V              |
| Read            | قَرَأَ حَمْزُ الْقُرْآنِ<br>/Qara 'a <b>Hamza</b> Al Quran/<br>Verb S       | Hamzah <b>red</b> the Quran<br>S V       |
| Understand      | فَحَمَ أَمِيرٌ أَدْرَسَ<br>/Fahima <b>Amirun</b> Addarsa/<br>Verb S         | Amir <b>understood</b> the lesson<br>S V |

From the table above the writer tried clearly distinguish the two languages. The table, which shows us the obvious difference between the use of transitive verb in Arabic and English especially in sentence structure and placement of the transitive verb in sentence. In the sample

sentence number (a) we can see that the transitive verb in English always precedes the object complement or in the middle position between Subject to the object as its function as the transition terminal from one thing to another thing as a subject and an object, while in sentence number (b) transitive verb in Arabic transitive verb always precedes the Subject of the sentence or in initial position of the sentence.

- (a) Hamzah **red** the Quran  
           S      V      O  
 (b) **Qara'a** Hamzah Al Quran  
           V      S      O

The next table (table 6) shows us the use of intransitive verb in Arabic and English. the case is commonly same with the difference in the use of transitive verb in both language.

**Table 6**  
**The contrary use of intransitive verb in Arabic and English**  
**Analyze in the sentence structure and placement**

| Intransitive Verb | Sentence   |  |
|-------------------|--|--|
|                   | In Arabic  | In English                                 |
| Stand up          | قَامَ الطَّالِبُ<br>/Qaama <u>Atthalibu</u> /<br>Verb S                                  | The pupils stand up<br>S V                 |
| Sit               | جَلَسَ عَلَيَّ عَلَى الْكُرْسِيِّ<br>/Jalasa <u>A'liyyun</u><br>Alalkursiyyun/<br>Verb S | Ali <b>is sitting</b> on a chair<br>S V    |
| Run               | فَرَّ مُحَمَّدٌ مِنَ الْمَعْهَدِ   | Muhammad <b>ran</b> from the Pondok<br>S V |

|       |  |                                    |
|-------|--|------------------------------------|
| Sleep | <u>/Parra Muhammadun minal Ma'hadi/</u><br>Verb S<br>نَامَ الْعَمِيدُ                                  | The dean <i>is sleeping</i><br>S V |
| Stop  | <u>/Naama al amidun/</u><br>Verb S<br>وَقَفْتُ فِي الطَّارِيقِ<br><u>/Wakafat Fithoriqi/</u><br>Verb S | I <i>Stop</i> on the street<br>S V |

### b) Function

As it well known that that intransitive verb is used when the verb doesn't need object. But there is a difference found in this study, where in Arabic the verb in intransitive category can be also functioned as transitive or we can put an object or the intransitive verb can precede an object by changing the word structure or the intransitive come up with different morphemes. This case seldom occurs in English or almost never found in English. for the discussion, we can see the table (7) below.

**Table 7**

| Verb                | Fi'il Lazim functioned as fi'il Muta'addi in arabic                            | Transitive verb in English                     |
|---------------------|--|--|
| Stand up<br>/Qaama/ | قَوَّمَ الْأُتَاذَ الطَّيِّبَ<br>/Qawwama Aluztadzu Attholiba/                 | The Uztad <i>wake up</i> the pupils            |
| Sit<br>/Jalasa/     | أَجَلَسْتُ الطَّيِّبَ عَلَى الْكُرْسِيِّ<br>/Ajlastu Atthobiiba Alalkursiyyun/ | I <i>make</i> the doctor <i>sit</i> on a chair |
| Run<br>/Parra/      | فَرَرْتُ الْمَرْأَةَ   | I <i>took</i> a girl away                      |

|                   |  |  |
|-------------------|--|--|
| Sleep<br>/Naama/  | /Parrartu Al'mar'atuh/<br>نَوَمْتُ الْوَلَدَ   | <i>I <b>make</b> the baby <b>sleep</b></i> |
| Stop<br>/Wakkafa/ | /Nawwamtu Al walada/<br>وَكَفْنَا الشَّيَارَةَ | <i>We <b>stopped</b> a car</i>             |
|                   | /Wakkafna Assayaarata/                         |  |

In English we totally change the verb i.g “***I make the baby sleep***” instead of stating “***I sleep the baby***” the first sentence make more sense in English while in Arabic they just change the morpheme of the intransitive verb then it could be functioned as transitive verb with an object.

## 2. The similarities

From this study we can see the similarities of the use of transitive and intransitive verb in Arabic and in English that from the both languages we can find the two categories of verb (transitive and intransitive verb) the only difference is about the placement of the verb in sentences or the sentence structure.

In the sentence structure the form of S-V-O in English also can be found in Arabic, where from the sample sentences above we seldom find. The sentence structure with the form of S-V-O in Arabic is commonly used in particular situation or it is more talking about context of the language use. The clear example sentences below can obviously show us the use of S-V-O and V-S-O in Arabic languages.

(1) قَرَأَ مُحَمَّدٌ كِتَابًا  
 /Qara'a **Muhammadun** Kitabun/  
           V                  S                  O

(2) مُحَمَّدٌ قَرَأَ كِتَابًا  
 /**Muhammadun** Yagra'u Kitabun  
                   S                  V                  O  
**Muhammad is reading a book**  
                   S                  V                  O

In the sentence number (1) the sentence structure or the form of the sentence is not common in English. So, that's one difference of the use of transitive and intransitive verb in Arabic and in English. While in the sentence number (2) the sentence structure is commonly same with the use of transitive verb in English in which the transitive precedes an object and functioned as the transition terminal between the subject and the object complement.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

From the finding and discussion in the previous chapter we can try to take conclusion about the difference and the similarities of the use of transitive and intransitive verb in Arabic and English. for the conclusion here the writer formulate it in some pints as follows:

##### **a. Differences**

1. In both language (Arabic and English) Transitive and intransitive verb are commonly used. But they have some differences especially in the sentence structure or the placement of the verb. The common sentence structure in English is S-V-O while in Arabic that is not very commonly used unless in particular situation.
2. The use of transitive verb as it well known that transitive verb is used as the transition terminal from one person or thing as the subject and another person or thing as the object. And intransitive verb is used when the sentence doesn't need an object. But in Arabic intransitive verb can be functioned as transitive verb or can be changed into transitive verb by changing the structure of the verb or the morpheme.

##### **b. Similarities**

The common similarity of the use of transitive and intransitive verb in Arabic and in English is that the use of transitive in both languages always

comes up when the sentence has an object or two objects. And intransitive verb in both language commonly come without an object.

The sentence structure or the form of S-V-O in English is also found in Arabic but the difference is the sentence structure where the subject precedes the transitive verb and the transitive verb precedes the object is not very common in Arabic language unless in particular situation.

### **B. Suggestion**

The suggestion that the writer assume as an important in this study are as follow:

1. This study is focus on the use of transitive and intransitive verb in Arabic and English. Transitive and intransitive verb are just one category of verb function in English. Therefore further research on the use of verb with another category is also necessary in enlarging our knowledge. Especially in contrary use of verb in several languages.
2. A contrastive analysis between two languages is quite necessary to be a topic of a study because it is able to make a mystery of language. Therefore the writer suggest to reader especially English literature students to conduct more research on contrary of two languages. Its element and aspect.

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